DOCUMENT RESUME

ED 414 852 HE 030 842

TITLE	Multicultural Education Training Project.
INSTITUTION	Guam Univ., Mangilao. Coll. of Education.
SPONS AGENCY	Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE	1990-09-30
NOTE	12p.
CONTRACT	P116B91593
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	College Faculty; *Diversity (Student); Elementary Secondary Education; Higher Education; Inservice Teacher Education; Interviews; *Multicultural Education; Preservice Teacher Education; Public Schools; Student Attitudes; Surveys; Teacher Attitudes
IDENTIFIERS	*Guam; University of Guam

ABSTRACT

This report describes activities of a one-year, federally supported project at the University of Guam to survey public school and university needs in dealing with a multicultural student population. Local and regional educational professionals (teachers, faculty, administrators) and students were interviewed regarding their views on the region's needs in multicultural education. The survey-interviews with educators focused on perceived needs in the education of a culturally widely divergent student population, anticipated inservice needs, and desired skills and knowledge for future teachers. University students were asked to comment as to what extent the university recognized them as cultural individuals. A follow-up study of graduates was also designed, tested, and enacted. Results of the project were used in the redesign of the College of Education's multicultural education program and the development of a related grant proposal. Renewed interest in multicultural education by college faculty was also observed. (DB)

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ED 414 852

Multicultural Education Training Project

Grantee Organization:

University of Guam
College of Education
Mangilao, Guam 96923

Grant Number:

P116B91593

Project Dates:

Starting date: 10/01/89
Ending Date: 9/30/90
No. of Months: 12

Project Director:

Robert Underwood
Academic Vice President
University of guam
Mangilao, Guam 96923

FIPSE Program Officer:

Helene Scher

Grant Award:

Year 1: $15,000

HE 030 842

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SUMMARY

This project was established to conduct a survey of public school and to examine University needs dealing with a multicultural student population. The information gained was to be used to re-design the University's previous multicultural education project to focus more on teacher education needs and faculty development. Local and regional educational professionals (teachers, faculty, administrators) were interviewed regarding their views on the region's needs in multicultural education. In addition, a number of students at the University were interviewed and a follow-up survey of College of Education graduates from the past five years was designed. The results of these interviews were analyzed and concepts receiving the most support identified. A project member attended a ten-day workshop at the East-West Center in Hawaii on the "Development of Intercultural Course Work." Information gathered from the interviews and the workshop was used to reformulate the College of Education's Multicultural Education Project which was resubmitted to F.I.P.S.E. on October 15, 1990.

Multicultural Education Training Project

University of Guam
College of education
Mangilao, Guam 96923

Robert Underwood
671-734-3434

EXECUTIVE SUMMARY

Project Overview

The Planning Project grew out of discussions with FIPSE staff, especially Ms. Helene Scher, following the unsuccessful application for a FIPSE Grant. The reviewers felt that the proposal as submitted lacked focus and sufficient data as to regional needs. A planning grant proposal to address these shortcomings was drafted and submitted. The essential purpose of the grant was to determine the regional needs of Micronesia, the Northern Marianas and Guam as regards multicultural education, both in terms of student needs and the appropriate training needed for teachers, preservice and inservice, in order to address those needs.

As a result of personnel turnover and changes, effective work on the grant did not begin until May, 1990. This late start forced some modifications in the grant work schedule. Rather than a formal needs assessment of the various regional and local entities, selected representatives (regional teachers and administrators and local students, teachers and administrators) were extensively interviewed. In addition, a follow-up study of the graduates of the College of education over the past five years was designed to be administered later. A project member attended a ten-day workshop at the East-West Center in Hawaii on the "Development of Intercultural Course Work" to acquire skills as a trainer for the College faculty

Information gathered from the interviews and the workshop was analyzed and consensus themes and needs were identified. The instrument for the follow-up survey of graduates was completed and a trial run on a restricted sample was conducted. Minor changes were made and the final instrument was sent out shortly after the beginning of the 1990-91 school year. The results of the needs analysis, the information gained from the East-West Center Workshop and the preliminary results of the survey of graduates were used to reformulate the College of Education's

Multicultural Education Project which was resubmitted to F.I.P.S.E. on October 15, 1990.

Purpose

The planning grant proposed to conduct a new survey of public school needs in multicultural education, to examine University needs in dealing with multicultural student populations and to redesign the College's previous multicultural education project to focus more on teacher education needs and faculty development

Background and Origins

The University of Guam is located on the island of Guam, an unincorporated Territory of the United States that is 3,500 miles west of Hawaii and 9,000 miles west of Washington D.C. Guam is one of more than 2,000 islands known as Micronesia--a vast area of approximately 3 million square miles (roughly the size of the entire continental United States) located above the equator in the Western Pacific Ocean on the other side of the International Dateline from the rest of the United States.

The University of Guam is the only U. S. accredited four-year institution of higher education in the Western Pacific Basin. It's primary service area is the Territory of Guam, but, because of its location in Micronesia and its varied educational programs, UOG also serves the needs of the entire region of some 250,000 people.

Over the past 30 years, the University of Guam has grown from a 2 year Territorial College of Education to a four-year fully accredited, U. S. Land Grant post-secondary institution offering baccalaureate and graduate degrees in 29 areas of study. There are currently more than 2,200 full time students on campus from all over the Micronesian Region and several nations in the Western Pacific area. An additional 400-600 students are served each year in summer and special programs in off-campus regional locations. The University has a long and distinguished record of service to the Pacific Basin and Micronesia. Situated at the transportation and communications hub of the Western Pacific, the University has developed into a true regional institution which has attracted the support of regional educational systems and governmental entities.

Originally the project was to be conducted by a committee of University faculty and Guam Department of Education staff under the direction of Dr. Robert Underwood. With Dr. Underwood's promotion to Academic Vice President and other personnel changes in the College of Education, the

project did not get underway until May, 1990. Dr. James Craig was tasked with accomplishing the goals of the project within the remaining four and one half months.

Project description

Given the greatly reduced timeline for the project, some modifications were necessary. The formal needs assessment was changed to an indepth survey of significant regional and local educators as well as College students from both Guam and the region. In order to better understand the past role of the College, as well as to identify needed changes in teacher training, a follow-up study of a selected sample of College graduates for the past five years was designed, tested, and administered. Dr. Craig attended a ten-day workshop at the East-West Center in Hawaii on the "Development of Intercultural Course Work" to prepare for the forthcoming faculty development program.

Project Outcomes

The survey-interviews of local and regional students, teachers and administrators were conducted either in person or through the University's telecommunications network. The follow-up study of graduates was designed tested and begun, The results of the survey-interviews, the preliminary results of the follow-up study and information gained from the East-West Center Workshop were all used to significantly redesign the College's multicultural education program. The two immediate outcomes of this planning grant were the development and submission of a FIPSE grant proposal for a greatly improved College multicultural project specifically addressing the shortcomings of the previous submission as outlined by FIPSE staff and readers. The second, and somewhat unanticipated, outcome was a greatly renewed interest in the whole concept of multicultural education on the part of College faculty and the concomitant consensus to implement the project irrespective of external funding.

Summary and Conclusions

While the project was somewhat slow of the mark, it has accomplished its goals. The College has now a clearer sense of where it wants to go in terms of multicultural education and how it should be serving the region. Certainly, in the future, more care will be taken in the early identification of project staffing, but to a certain extent, such uncertainties are are

natural and unavoidable consequence of being a small institution on the geographic fringes of the academic world.

Multicultural Education Training Project

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College of education
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Final Report

Project Overview

The Planning Project grew out of discussions with FIPSE staff, especially Ms. Helene Scher, following the unsuccessful application for a FIPSE Grant. The reviewers felt that the proposal as submitted lacked focus and sufficient data as to regional needs. A planning grant proposal to address these shortcomings was drafted and submitted. The essential purpose of the grant was to determine the regional needs of Micronesia, the Northern Marianas and Guam as regards multicultural education, both in terms of student needs and the appropriate training needed for teachers, preservice and inservice, in order to address those needs.

As a result of personnel turnover and changes, effective work on the grant did not begin until May, 1990. This late start forced some modifications in the grant work schedule. Rather than a formal needs assessment of the various regional and local entities, selected representatives (regional teachers and administrators and local students, teachers and administrators) were extensively interviewed. In addition, a follow-up study of the graduates of the College of Education over the past five years was designed and implemented. A project member attended a ten-day workshop at the East-West Center in Hawaii on the "Development of Intercultural Course Work" to acquire skills as a trainer for the College faculty

Information gathered from the interviews and the workshop was analyzed and consensus themes and needs were identified. The instrument for the follow-up survey of graduates was completed and a trial run on a restricted sample was conducted. Minor changes were made and the final instrument was sent out shortly after the beginning of the 1990-91 school year. The results of the needs analysis, the information gained from the East-West Center Workshop and the preliminary results of the survey of graduates were used to reformulate the College of Education's Multicultural Education Project which was resubmitted to F.I.P.S.E. on October 15, 1990.

Purpose

The planning grant proposed to conduct a new survey of public school needs in multicultural education, to examine University needs in dealing with multicultural student populations and to redesign the College's previous multicultural education project to focus more on teacher education needs and faculty development.

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Originally the project was to be conducted by a committee of University faculty and Guam Department of Education staff under the direction of Dean Robert Underwood. With Dr. Underwood's promotion to Academic Vice President and other personnel changes in the College of Education, the project did not get underway until May, 1990. Dr. James Craig, who had represented Dr. Underwood at the Fall Conference for new projects

conducted by FIPSE in October, 1989, was tasked with accomplishing the adjusted goals of the project within the remaining four and one half months. A Graduate Assistant was provided by the College to help with the follow-up study.

Project description

The College of Education, University of Guam, proposed to conduct a needs assessment in eight client school systems in the Micronesian region. The focus was to be on determining needed changes in the teacher education approaches, preservice and inservice, employed by the University in light of the multicultural dimensions of the school systems on Guam and in the region. In connection with this, some attention was to have been given to possible needed changes in teaching approaches employed by the University o Guam where many students from Guam and the region begin their higher education experience. The end result was to be a College multicultural education plan encompassing faculty development, course and program restructuring, resource identification and procurement and reorientation of inservice and preservice teacher education.

Given the greatly reduced timeline for the project, some modifications were necessary. The formal needs assessment was changed to an indepth survey of significant regional and local educators as well as College students from both Guam and the region. Inasmuch as the public school year had ended, the local survey-interviews were conducted in person by Dr. Craig, and regional educators were contacted through the University's telecommunications net, established earlier as a course and training delivery system. These survey-interviews focused on perceived needs in the education of a culturally widely divergent student population, anticipated inservice needs, and desired skills and knowledge to be instilled in future teachers. University students were asked to comment as to what extent the University recognized them as cultural individuals.

In order to better understand the past role of the College, as well as to identify needed changes in teacher training, a follow-up study of a selected sample of College graduates of the past five years was designed, tested, and administered. Dr. Craig attended a ten-day workshop at the East-West Center in Hawaii on the "Development of Intercultural Course Work" to prepare for the forthcoming faculty development program.

Project Outcomes

The survey-interviews of local and regional students, teachers and administrators were conducted either in person or through the University's telecommunications network. The follow-up study of graduates was designed, tested and begun. Since the majority of the graduates remain in the region, no attempt was made to locate those residing or working outside the region. The results of the survey-interviews, the preliminary results of the follow-up study and information gained from the East-West Center Workshop were all used to significantly redesign the College's multicultural education program. The two immediate outcomes of this planning grant were the development and submission of a FIPSE grant proposal for a greatly improved College multicultural project specifically addressing the shortcomings of the previous submission as outlined by FIPSE staff and reviewers. The second, and somewhat unanticipated, outcome was a greatly renewed interest in the whole concept of multicultural education on the part of College faculty and the concomitant consensus to implement the project irrespective of external funding. The College Academic Master Plan was rewritten to reflect this consensus and operational goals and objectives established.

Summary and Conclusions

While the project was somewhat slow off the mark, it has accomplished its goals. The College has now a clearer sense of where it wants to go in terms of multicultural education and how it should be serving the region. Such an orientation cannot be accomplished through the simple inclusion of a course or two in the teacher training curriculum. It is the intent of the program to involve all divisions of the College both in raising faculty cultural awareness and in curriculum development in order to permeate the entire teacher training program with appropriate multicultural content and attitudes. Only through such an educational program that is so pervasively multicultural in orientation can the College hope to prepare educators for the social, political and cultural realities that individuals experience in culturally diverse and complex human encounters such as they will experience in Micronesia.

The early confusion in establishing the project did not seriously impair the accomplishment of the project goals. It did, however, place some limitations on the information and knowledge gained, Certainly, in the future, more care will be taken in the early identification of project staffing, but to a certain extent, such uncertainties are are natural and

unavoidable consequence of being a small institution on the geographic fringes of the academic world. Despite the ending of the funding under the planning grant, the College continues to work on the project tasks. The follow-up study findings are being further analyzed and the results will be presented to the faculty next semester. A faculty development workshop for the College of Education has been planned for Spring Semester and a workshop on multicultural education was presented to the faculty of the College of Business and Public Administration at their request during this past semester.